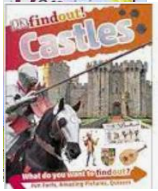
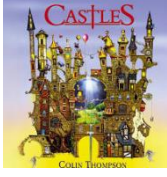
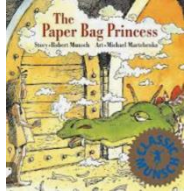
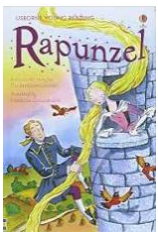
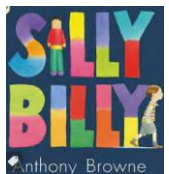
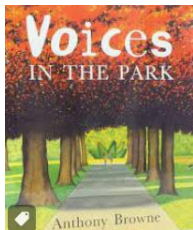
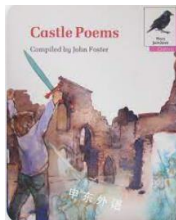


Year 2 English Long Term Overview		
Term	Reading	Writing
<p>Autumn 1</p> <p>Castles, Kings and Queens</p>    	<p>Texts</p> <p>DK Find Out About Castles (2 weeks)</p> <p>Comprehension focus:</p> <ul style="list-style-type: none"> Vocabulary <p>Castles by Colin Thompson (2 weeks)</p> <p>Comprehension focus:</p> <ul style="list-style-type: none"> Retrieval (who, what, where, when) <p>The Paper Bag Princess by Robert Munsch and Michael Martchenko /Rapunzel (3 weeks)</p> <p>Comprehension focus:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Prediction Sequencing (understanding plot) 	<p>Features of a Non-fiction Text: Fact Files (2 weeks) – DK Find Out About Castles</p> <p>HOOK – History Mystery Pictures (children as detectives to spot what the different pictures are throughout the week)</p> <p>Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> To use labels to show the different parts of a castle To label the features of a non-fiction text To write sentences about a castle <p>Grammar focus:</p> <ul style="list-style-type: none"> Capital letters and full stops Co-ordinating conjunctions ‘and’ Nouns <p>Descriptive Writing (2 weeks) – Castles by Colin Thompson</p> <p>HOOK: Castle Estate Agents – Invite a buyer</p> <p>Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> To write an effective description of a castle. <p>Grammar focuses:</p> <ul style="list-style-type: none"> Capital letters and full stops Conjunctions ‘and’ Adjectives <p>Oracy Focus</p> <ul style="list-style-type: none"> Presenting their castle descriptions to SLT <p>Narrative (3 weeks) Paper Bag Princess by Robert Munsch and Michael Martchenko/ Rapunzel</p> <p>Hook: Dragon landing in the school playground - video</p> <p>Writing Focus/ Outcomes:</p> <ul style="list-style-type: none"> To compare different characters using adjectives and include conjunctions ‘and’ and ‘but’. (label characters with adjectives before writing sentences using ‘and’ and ‘but’) To write a character description using adjectives. (focus more closely on one character thinking about behaviour, looks and personality e.g the dragon) <p>Grammar focus:</p> <ul style="list-style-type: none"> Capital letters and full stops Conjunctions ‘and’ and ‘but’ Adjectives

Autumn 2

Castles, Kings and Queens

Hook: Skipton Castle visit



Texts

Skipton Castle leaflet (2 weeks)

Comprehension focus:

- Retrieval (who, what, where, when)
- Vocabulary

Castle Poems (1 weeks)

Comprehension focus:

- Vocabulary
- Inference

Books by Anthony Browne (3 weeks)

Voices in the park.

Silly Billy. Hide and Seek.

Comprehension focus

- Inference – from pictures and text
- Retrieval- facts about Anthony Browne
- Vocabulary

Recounts (2 weeks) Based around the visit to Skipton Castle

Hook – visit to Skipton Castle

Writing Focus/ Outcomes:

- To know and use the features of a recount.
- To write a recount of a real event (a Visit to Skipton Castle) recording 2 key elements clearly and simply.
- To create a leaflet about Skipton Castle.

Grammar focus:

- Past and present tense
- Adverbs of time
- Proper nouns – place, days etc

Castles Poetry (1 weeks)

Writing Focus/ Outcomes:

- To complete a poem study identifying features and comparing graphemes in rhyming words.
- To use the correct terminology to discuss poems e.g lines, verses, alliteration, rhyming couplets

Grammar focus:

- Grapheme/ phoneme correspondence e.g seek and speak and introduce homophones

Oracy Focus

- Discussion about whether children like/ dislike a range of poems using talk tokens and stem sentences.

Author Study – Anthony Browne (3 weeks)

Hook – Show children the front cover and they have to draw who the voices in the park belong to.

Writing Focus/ Outcomes:

- To write a blog/fact file about Anthony Browne
- To compare characters viewpoints and feelings from Voices In The Park.
- To evaluate and compare books by the same author (Silly Billy and Hide and Seek)
- To write a book review for their favourite Anthony Browne book

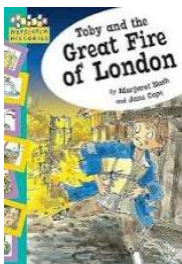
Grammar focus:

- Past and present tense verbs – ed endings
- Conjunctions 'and' 'but' and 'because'
- Verbs
- Apostrophes for contraction

Spring 1

Bright Lights Big City – The Great Fire of London

Hook: Great Fire of London Visitor



Texts

London's Burning poetry (1 week)

Comprehension focus

- Vocabulary
- Inference
- Back ground knowledge
- Fluency – use of voice

Texts

Why do we remember the Great Fire of London (2 weeks)

Comprehension focus

- Vocabulary
- Retrieval

Toby and The Great Fire Of London Margaret Nash/ Jane Cope (2 weeks)

Comprehension focus

- Inference
- Summary
- Vocabulary
- Sequencing

Performance poetry Senses/ descriptive poetry (1 week)

Hook – play video before introducing poem <https://youtu.be/OwtskN9dzXg> Horrible Histories News

Report

Writing Focus/ Outcomes:

- To write a descriptive poem based on the 5 senses (focusing on the Great Fire of London)
- To perform a poem fluently with expression and intonation.

Grammar focus:

- To read using punctuation to support expression.
- Adjective/ expanded noun phrases

Oracy Focus

Read aloud what they have written with appropriate intonation to make the meaning clear.

Non- Fiction –non-fiction text/ Why do we Remember the Great Fire of London (2 weeks)

Writing Focus/ Outcomes:

- To understand the features of a non-fiction text
- To learn to take notes
- To write a non-fiction text

Grammar focus:

- Commas in a list
- Tenses
- Introduce the conjunction 'when'
- And, but, because,

Narrative (2 weeks) Toby and the great fire of London

Writing Focus/ Outcomes:

- To re-write the story of Toby and The Great Fire of London

Grammar focus:

- A range of different conjunctions
- Tenses
- All punctuation taught so far

Spring 2

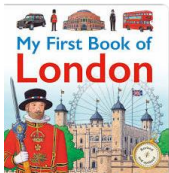
Bright Lights Big City – UK Capital Cities and Leeds



The Kindest Red (1 week)

Comprehension focus

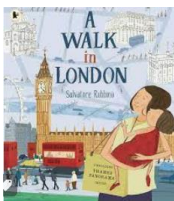
- Vocabulary



London Landmarks – My First Book of London (1 weeks)

Comprehension focus

- Retrieval



A Walk In London by Salvatore Rubbino (3 weeks)

Comprehension focus

- Vocabulary
- Retrieval
- Prediction

Fiction - poem (1 weeks)

Hook:

Children will need to have a basic understanding of what a hijab is and why people wear them. Sharing images and video clips will support children's understanding. If possible, bringing a hijab in for children to see would add another layer of understanding. If members of the school community wear hijabs or headscarves, they may want to share their first-hand experiences.

Writing Focus/ Outcomes:

- To write a poem about kindness

Grammar focus:

- Commas in a list
- Expanded noun phrase

Oracy Focus

Discussion relating to kindness words using stem sentences and talk tokens to agree and disagree.

Non- Fiction – My First Book of London (1 week)

Writing Focus/ Outcomes:

- To write questions and statements to create a simple guide book for visitors to London.

Grammar focus:

- Questions and statements
- Proper nouns

A Walk In London by Salvatore Rubbino (3 weeks)

Hook – Bus tour around Leeds

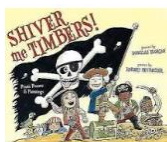
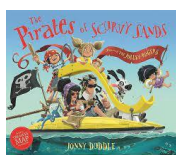
Writing Focus/ Outcomes:

- To write a diary of the character's day in London
- Describe Leeds landmarks
- To write a fact file about Leeds.

Grammar focus:

- Sentence types – statements, questions, commands and exclamations.
- Tenses
- Expanded noun phrases
- Adverbs of time

Summer 1
Land Ahoy!



Texts

Dk- Pirates/ Meet the pirates (2 week)

Comprehension focus

- Explain key aspects of non-fiction
- Retrieval
- Vocabulary

The Pirates Next Door. By Jonny Duddle (2 weeks)

Comprehension focus

- Summary
- inference
- retrieval
- prediction

Texts

The Pirates of Scurvy Sands By Johnny Duddle (1 week)

Comprehension focus

- Retrieval
- Inference
- Comparing the similarities between characters

Revision and consolidation (1 week)
Shiver Me Timbers by Douglas Florian/
Pirate Poems by David Harmer

Comprehension focus

- Comprehension revision

Non-fiction – Wanted poster/ description (2 weeks)

Hook – mystery objects in treasure chest

Writing Focus/ Outcomes:

- To write a description of a pirate
- To create a detailed wanted poster about a famous pirate

Grammar focus:

- commas in a list
- apostrophes for possession
- to use subordinating conjunctions 'when' and 'if'

Narrative

Writing Focus/ Outcomes:

- Use drama and role play to explore characters
- Write a letter from the neighbours to the council, complaining about the pirates

Grammar focus:

- Apostrophes for singular possession
- Use features of written standard English
- Wide range of conjunctions - Y2

Oracy Focus

Appropriate use of voice, while acting out being a character. Physical strand

Narrative

Writing Focus/ Outcomes:

- Write persuasive advert to encourage pirates to visit Scurvy Sands

Grammar focus:

- recap missing grammar knowledge to fill gaps/ consolidate.

Pirate poetry – performance (1 week) –

Hook- Dress up as a pirate day to perform.

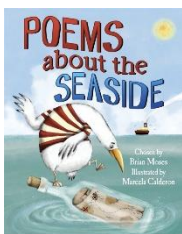
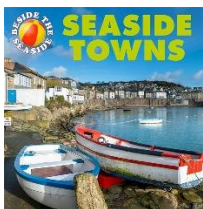
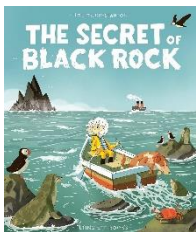
Writing Focus/ Outcomes:

- to perform their favourite poem about a pirate
- to write about a real event – to write about the pirate day (dressing up, performing poem and treasure hunt).

Grammar focus:

- identify expanded noun phrases
- identify rhyming couplets

Summer 2
Land Ahoy!



Texts

Swash Buckle Lil and the Secret Pirate
By Elli Woollard (2 weeks)

Comprehension focus

- Inference
- Retrieval
- Prediction
- Vocabulary

The Secret of Black Rock by Joe Todd Stanton (2 weeks)

Comprehension focus

- Retrieval
- Vocabulary
- Comparing brave characters from the stories studied throughout the year

Seaside Towns by Claire Hibbert (1 week)

Comprehension focus

- Retrieval
- Vocabulary
- Features of non-fiction

Poems about the Seaside chosen by Brian Moses (Seaside Sounds) (1 week)

Comprehension focus

- Retrieval
- Vocabulary

Narrative – (2 weeks)

Writing Focus/ Outcomes:

- To compare characters
- To summarise the story and rewrite the ending.

Grammar focus:

- Sentence types – questions, statements, commands and exclamations
- Expanded noun phrases
- Use of all grammar skills taught

Narrative (2 weeks)

Writing Focus/ Outcomes:

- To write a warning poster telling visitors not to go to the town (only read 1st half of the book)
- To write a setting description of Black Rock

Grammar focus:

- To use a range of co-ordinating and subordinating conjunctions
- To use present and past tense correctly
- Possessive apostrophes

Non-fiction (1 week) – fact file/post card

Writing Focus/ Outcomes:

- To write a fact file about the seaside or to write a post card to a friend following a visit to the seaside

Grammar focus:

- To identify and use common and proper nouns.
- Commas in a list
- Use of all grammar skills taught

Poetry – Senses Poem – Seaside Sounds

Writing Focus/ Outcomes:

- To write a senses poem about the seaside

Grammar focus:

- To identify and use alliteration in own poem
- To use similes in a poem